

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex libris
UNIVERSITATIS
ALBERTAENSIS





Digitized by the Internet Archive
in 2020 with funding from
University of Alberta Libraries

<https://archive.org/details/Bjornson1971>

THE UNIVERSITY OF ALBERTA

EXPECTATIONS FOR THE ROLE OF ASSISTANT SUPERINTENDENT
IN ALBERTA SCHOOL DIVISIONS AND COUNTIES

by



DENNIS PETER BJORNSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1971

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Expectations For The Role Of Assistant Superintendent In Alberta School Divisions And Counties" submitted by Dennis Peter Bjornson in partial fulfilment of the requirements for the degree of Master of Education.



ABSTRACT

This study was designed to investigate the expectations held for the role of assistant superintendent in Alberta school divisions and counties by teachers, trustees, superintendents, principals, and assistant superintendents themselves. Data were collected from personnel serving in nineteen of the sixty school divisions and counties in the province. The focal position consisted of nineteen assistant superintendents. Counter positions consisted of nineteen superintendents, one hundred one trustees, one hundred forty-one principals, two hundred fifty-nine teachers, as well as the assistant superintendents.

The study investigated the differences in expectations held for the role of assistant superintendent on the inter-group basis, on the intra-group basis, and as related to six selected variables: years of experience in present position, age, sex, years of post secondary school education, system of employing organization, and grades taught by principals and teachers.

Data for the study were obtained from 539 questionnaires completed by members of counter position groups. The thirty-two items on the questionnaire were grouped into three categories: the structural, functional, and operational dimensions of the social process theory of administration (Getzels, and others, 1968). Mean scores for each dimension were obtained for each variable studied. One-way Analysis of

Variance was used to test for significant differences between means. When significant differences were indicated by the F ratio, the Scheffé Multiple Comparison of Means was applied to determine between which groups differences occurred.

While intra-position consensus of expectations for the role of assistant superintendent was generally indicated by all counter position groups on the three dimensions studied, differences of expectations were found between some counter positions and between some sub-groups. For the structural dimension, trustees expected the assistant superintendent to be frequently involved in such activities as the recruitment and placement of instructional personnel and in the preparation of evaluational reports. Principals and teachers indicated the expectation that incumbents be only occasionally involved in these activities. For the functional dimension, the expectation that the assistant superintendent should assist in the allocation and integration of roles and facilities within the school system was expressed more strongly by trustees than by superintendents. For the operational dimension, trustees, principals and teachers agreed that the assistant superintendent should be actively involved in supervisory-consultative relationships; however, they disagreed somewhat as to the extent of such involvement. While trustees and principals appeared to favor the provision by the assistant superintendent of instructional and curricular assistance to teachers, teachers themselves expressed this expectation to a lesser degree.

ACKNOWLEDGEMENTS

The writer wishes to express sincere gratitude to his thesis advisor, Dr. D. Friesen, for his encouragement, constructive criticism and guidance throughout the course of this study. Thanks are also extended to Dr. C. S. Bumbarger and Dr. L. D. Stewart for serving on the thesis committee as well as for their assistance during the final stages of the study.

Appreciation is expressed to the superintendents and principals who assisted in the distribution and collection of the questionnaire.

Finally, the writer wishes to express appreciation to his wife for her patience and assistance while the manuscript was being prepared.

TABLE OF CONTENTS

Chapter	Page
1. STATEMENT OF THE PROBLEM	1
Introduction	1
The Problem	3
Need for the Study	4
Definition of Terms.	5
Delimitation of the Study.	6
Limitation of the Study.	7
Basic Assumptions.	8
Hypotheses	9
Organization of the Thesis	10
2. REVIEW OF THE LITERATURE	12
Role Theory.	12
Role Conflict.	15
Social Process Theory of Administration.	16
Role Theory in Supervision	18
3. THE RESEARCH DESIGN.	20
Preparation and Pre-Test of the Questionnaire.	20
Data Collection.	23
Treatment of the Data.	25
Description of the Sample.	27
Superintendents.	27
Assistant superintendents.	29
Trustees	29

Chapter	Page
Principals	29
Teachers	30
4. ANALYSIS OF DATA: THE STRUCTURAL DIMENSION . . .	32
Comparisons Between Counter Position Groups. .	32
Comparisons Between Sub-Groups by Demographic Variables.	34
Intra-Group Consensus on the Structural Dimension.	42
Summary of the Chapter	42
5. ANALYSIS OF DATA: THE FUNCTIONAL DIMENSION. . .	45
Comparisons Between Counter Position Groups. .	45
Comparisons Between Sub-Groups by Demographic Variables.	47
Intra-Group Consensus on the Functional Dimension.	55
Summary of the Chapter	55
6. ANALYSIS OF DATA: THE OPERATIONAL DIMENSION . .	58
Comparisons Between Counter Position Groups. .	58
Comparisons Between Sub-Groups by Demographic Variables.	60
Intra-Group Consensus on the Operational Dimension.	70
Summary of the Chapter	71
7. SUMMARY, CONCLUSION, AND POSSIBLE EXTENSION. . .	73
Summary of the Study	73
Purpose.	73
Procedure.	74
Results.	75
Conclusion and Implications.	78

Chapter	Page
Recommendations for Further Research	79
BIBLIOGRAPHY	81
APPENDICES	85

LIST OF TABLES

Table	Page
1. Factor Analysis of Expectation Items Grouped as Operational, Structural, and Functional Dimensions	22
2. Number of Questionnaires Distributed and Returned	25
3. Frequency Distribution of Respondents by Categorized Variables.	28
4. Analysis of Variance on the Structural Dimension Between Counter Position Groups. . .	33
5. Scheffé Multiple Comparison of Means on the Structural Dimension Between Counter Position Groups	33
6. Analysis of Variance on the Structural Dimension by Years in Present Position	36
7. Analysis of Variance on the Structural Dimension by Grades Taught	37
8. Analysis of Variance on the Structural Dimension by Age	38
9. Analysis of Variance on the Structural Dimension by Sex	39
10. Analysis of Variance on the Structural Dimension by Years of Post Secondary School Education. .	40
11. Analysis of Variance on the Structural Dimension by Employing Organization.	41
12. Relative Intra-Group Consensus Pertaining to the Structural Dimension	43
13. Analysis of Variance on the Functional Dimension Between Counter Position Groups. . .	46
14. Scheffé Multiple Comparison of Means on the Functional Dimension Between Counter Position Groups	46

Table	Page
15. Analysis of Variance on the Functional Dimension by Years in Present Position	48
16. Analysis of Variance on the Functional Dimension by Grades Taught	49
17. Analysis of Variance on the Functional Dimension by Sex	50
18. Analysis of Variance on the Functional Dimension by Years of Post Secondary School Education. .	51
19. Analysis of Variance on the Functional Dimension by Employing Organization.	52
20. Analysis of Variance on the Functional Dimension by Age	54
21. Scheffé Multiple Comparison of Means on the Functional Dimension for Trustees by Age . . .	54
22. Relative Intra-Group Consensus Pertaining to the Functional Dimension	56
23. Analysis of Variance on the Operational Dimension Between Counter Position Groups.	59
24. Scheffé Multiple Comparison of Means on the Operational Dimension Between Counter Position Groups.	60
25. Analysis of Variance on the Operational Dimension by Years in Present Position	61
26. Scheffé Multiple Comparison of Means on the Operational Dimension for Principals by Years in Present Position.	63
27. Analysis of Variance on the Operational Dimension by Grades Taught	63
28. Scheffé Multiple Comparison of Means on the Operational Dimension for Teachers by Grades Taught	64
29. Analysis of Variance on the Operational Dimension by Age	65
30. Analysis of Variance on the Operational Dimension by Sex	66

Table	Page
31. Analysis of Variance on the Operational Dimension by Years of Post Secondary School Education.	67
32. Scheffé Multiple Comparison of Means on the Operational Dimension for Teachers by Years of Post Secondary School Education . . .	68
33. Analysis of Variance on the Operational Dimension by Employing Organization.	69
34. Relative Intra-Group Consensus Pertaining to the Operational Dimension.	70

LIST OF FIGURES

Figure	Page
1. The Social System Model.	15

Chapter 1

STATEMENT OF THE PROBLEM

INTRODUCTION

From the time of the organization of the Province of Alberta through the mid 1950s, supervisory services to schools operating in rural Alberta were supplied almost entirely by one position. First entitled the School Inspector, and later the Superintendent of Schools, this individual was (Chalmers, 1967:363):

. . . a formidable figure. . . Usually unsmiling, he carried an aura of immense authority, the Department's and of profound scholarship and professional competence, his own.

. . . the inspector criticized the teacher in dispassionate phrases, commended where possible, replied to queries, dispensed advice, made notes on property, equipment, and library, entered into his little black notebook details of the teacher's qualifications and experience.

. . . a wholly subjective appraisal, it nevertheless came to be regarded as having a high degree of validity, and was an important part of any teacher's formal professional record.

Inspectors were assigned to large administrative areas so that a once-a-year visit to each school was the normal procedure. Inspection and report writing was the main purpose of the visit. Little time or opportunity for leadership or encouragement in instructional improvement was available. However, during the early 1950s group supervision was becoming more popular throughout the province

with the establishment of Principals' Associations which (Fiftieth Annual Report, 1956) "provided aid to the superintendent in school administration, testing programs, promotion policies, direction of special projects, and public relations." Inter-visitation of teachers was meeting with considerable success as an experimental device for improvement of instruction. The same report indicated some of the required qualifications for incumbents of the position of assistant superintendent (1956:26):

The qualifications for this position include a sound academic background, successful teaching experience, a cooperative attitude, ability to inspire confidence among teachers, and a magnetic personality.

Then, the 1957 Annual Report of the Department of Education (1958:29-30) noted the expansion of personnel for supervisory services in school divisions and counties:

Because of the many administrative duties related to school affairs which require the attention of the superintendent of schools throughout the year, the time for supervisory duties in connection with classroom instruction is considerably reduced. Several divisions and counties have, therefore, considered it advisable to engage properly qualified personnel to assist the superintendent in the supervision of instruction. Some variation was noted in the form of assistance provided. The number and types of assistant positions created throughout the province included the following: two assistant superintendents, five supervisors of instruction, three music supervisors, two art supervisors, one commercial supervisor, one physical education supervisor, one reading and language supervisor, and four relieving teachers. . . .

The next year one additional assistant superintendent was appointed and by 1961 eleven divisional boards had made appointments of assistant superintendents of instruction. The trend of employing assistant superintendents continued

into the next decade and by 1971 about one-third of the school divisions and counties in the province had created the position of assistant superintendent.

THE PROBLEM

The major purpose of this study was to examine the role of assistant superintendent of schools in Alberta school divisions and counties. This was achieved by studying the expectations held for the position by teachers, trustees, superintendents, principals, and assistant superintendents themselves. Analysis of the role was carried out with respect to how incumbents were expected to behave but not with respect to their actual performances.

During the course of the study, the following questions were investigated:

1. What common expectations do counter position groups hold for incumbents of the position of assistant superintendent?

2. In what aspects of the role of assistant superintendent is most inter-group conflict of expectations evident?

3. In what ways are the expectations for the role of assistant superintendent related to such factors as: years of experience in present position, grades taught, age, sex, years of post secondary school training, and type of employing organization: that is, Division, County, or Province?

4. In what aspects of the role of assistant superintendent is most intra-group consensus evident?

NEED FOR THE STUDY

The role of assistant superintendent in Alberta school divisions and counties has not appeared to have been too well understood. In certain instances the assistant superintendent has been looked upon as a line-officer of the Board, but in others as a supervisor of instruction serving in a staff-consultative position. The problem has often been magnified in some school jurisdictions as a result of the lack of a clear local policy framework within which the incumbent might operate.

Since the time of the Stewart study (1961) of the role of the assistant superintendent, the number of persons serving in this position in rural Alberta school jurisdictions has increased about three-fold. During 1970-1971 about one-third of these jurisdictions employed personnel in the specified position of Assistant Superintendent as an extension of the office of Superintendent of Schools. This was not the case when Stewart conducted his analysis of the role. He dealt with eleven incumbents as assistant superintendents although not all held this title. By 1970, assuming that the status of assistant superintendent had become crystalized to the extent that it was distinct from that of supervisor of instruction, it appeared to be evident that a study of the role was once again relevant.

Indeed, Stewart (1961:66) concluded:

. . . that for a more adequate understanding of this role some further research is necessary into the expectations held for this officer by persons occupying counter positions. Perhaps this research should be delayed until the office has existed long enough for these persons to develop clear cut expectations.

A further reason for attempting the study was that incorporated into the revised Alberta School Act, August 1970, was the provision for local appointment of superintendent of schools and the requirement that the superintendent should be the executive officer of the school system jurisdiction. This requirement was expected to necessitate some form of revision for that role. One anticipation was that the superintendent might come to serve to a lesser extent in direct supervisory activities. It was thought that this would possibly result in further expansion of the role of assistant superintendent. Therefore, this study sought to analyze expectations for the role as duties which were thought to pertain to an assistant superintendency in Alberta school divisions and counties.

DEFINITION OF TERMS

The following list of definitions, used as analytical terms for the study, were adopted from the review of role theory undertaken by Gross, Mason, and McEachern (1958).

Role analysis. The study of the behavior of an incumbent of a social organizational position in relation to self-expectations, expectations for the incumbent held

by others in the organization, and possible conflicts among these expectations.

Role. The expected behavior of an incumbent, or incumbents, occupying a social organizational position.

Position. The location of an incumbent in a formal organization.

Formal organization. A structured social system designed to attain stated goals.

Expectations. Normative standards prescribed for the incumbent of a position.

Role definers. Those who describe the role for an incumbent of a position in terms of expectations, including the incumbent himself. The term "counter-positions" is used synonymously with role definers.

Role conflict. Incompatible expectations for the behavior of an incumbent of a position.

Trustee. For the purpose of this study, trustee refers to members of both School Division Boards and County School Committees.

DELIMITATION OF THE STUDY

This study was delimited to include only the expectations for the behavior of assistant superintendents in Alberta school divisions and counties and did not

consider the position of supervisor of instruction or director of curriculum. Nor did it consider the position of assistant superintendent as found in large school districts in the province. This delimitation was justifiable for the following reason; the assistant superintendent in Alberta school divisions and counties is given responsibilities of a broad nature, including consultative, supervisory and administrative duties. Because of this, his scope is much wider than that of a supervisor of instruction but at the same time is not distinct such as that of a large district's assistant superintendent. Of necessity, then, he must be somewhat of an instructional generalist and at the same time an administrative specialist.

For the purpose of this study, data were collected from teachers, trustees, superintendents, principals, and assistant superintendents who were employed in school divisions and counties in their respective positions during the 1970-1971 school year.

LIMITATION OF THE STUDY

A number of limitations of the study were noteworthy. First, it was possible that expectations held for the incumbent of the position of assistant superintendent by teachers could be varied if the study had been conducted during a year other than 1970-1971. This was so because of the high rate of yearly turn-over of teachers new to the education field, especially in rural areas. Therefore, even

though teacher respondents were randomly selected, it was possible that a number of respondents were not sufficiently knowledgeable with the role of assistant superintendent to have formulated precise expectations for his behavior. Second, since the number of school divisions and counties employing assistant superintendents during the 1970-1971 school year was about one-third of the total number of divisions and counties in the province of Alberta, the findings from analysis of expectations were pertinent to a finite population. Had the population base been wider, it is possible that generalizations may have been somewhat different. Third, as the instrument used for gathering data was a force-choice questionnaire, respondents were limited in expression of their expectations for the role. Had an open-ended instrument been used, it is likely that a broader description of the role would have resulted. Finally, the study was designed to investigate expectations of the way incumbents should behave. It was beyond the scope of the study to determine the extent to which respondent perception of actual incumbent behavior influenced expectations. The inability to concisely distinguish between expectations for ideal behavior and perceptions of actual behavior constituted a major limitation of the study.

BASIC ASSUMPTIONS

In relation to the data collected, it was assumed

that the questionnaire used for the study was answered frankly and honestly. It was also assumed that the term "assistant superintendent" had a sufficiently general, standard meaning for respondents so that they did indeed hold expectations for the role such that these were valid for analysis beyond the immediate environment of the incumbents' activities. A third assumption made was that the questions used for the questionnaire were adequate for determining the expectations held for assistant superintendents in Alberta school divisions and counties.

HYPOTHESES

The major purpose of this study was to examine the expectations for the role of assistant superintendent of schools in Alberta school divisions and counties. The following hypotheses were tested for this purpose:

Hypothesis 1. There is no significant difference in expectations held for the role of assistant superintendent between the following counter position groups:

- 1.1 Trustees and superintendents,
- 1.2 Trustees and teachers,
- 1.3 Trustees and assistant superintendents,
- 1.4 Trustees and principals,
- 1.5 Superintendents and teachers,
- 1.6 Superintendents and assistant superintendents,
- 1.7 Superintendents and principals,
- 1.8 Principals and teachers,

- 1.9 Principals and assistant superintendents,
- 1.10 Teachers and assistant superintendents.

Hypotheses 2. There is no significant difference in expectations held for the role of assistant superintendent by counter position groups when categorized by the following characteristics:

- 2.1 Years of experience in present position,
- 2.2 Grades taught,
- 2.3 Age,
- 2.4 Sex,
- 2.5 Years of post secondary school education,
- 2.6 System of employing organization; that is

Division, County, or Province.

Hypotheses 3. There is no significant difference in expectations held for the role of assistant superintendent within the following counter position groups:

- 3.1 Teachers,
- 3.2 Trustees,
- 3.3 Superintendents,
- 3.4 Principals,
- 3.5 Assistant Superintendents.

ORGANIZATION OF THE THESIS

Chapter 1 includes the problem, the need for the study, delimitations, basic assumptions, and necessary definitions. The remainder of the thesis is organized as

follows. Chapter 2 contains a review of the literature while research procedures and descriptions of the sample are found in Chapter 3. Chapters 4, 5, and 6 contain analysis of the data concerning, respectively, the structural, functional and operational aspects of the role of assistant superintendent. In the concluding chapter, Chapter 7, the findings of the study are summarized and some implications for practice as well as recommendations for future research are presented.

Chapter 2

REVIEW OF THE LITERATURE

This chapter presents a review of the literature which forms the framework for the study. Since the study consists of an examination of expectations held for the role of assistant superintendent, the general conceptual framework necessarily includes role-theory with emphasis placed upon the concepts of role and role conflict. The chapter therefore begins with an overview of role theory. More specifically, the second portion of the chapter deals with the theoretical base for the study of administrative roles. The social process theory of administration is presented providing definitions for the three dimensions of an administrative role. These dimensions, the structural, functional, and operational, serve as the categorical aspects of the role under investigation. Finally, as the assistant superintendency is also a supervisory role, role theory in educational supervision is briefly reviewed.

ROLE THEORY

The concept of role has assumed a key position in the fields of sociology, social psychology, and cultural anthropology. Role frequently becomes the central term in conceptual schemes for the analysis of the structure and functioning of social systems and for the explanation of individual behavior. The definitions given to role are generally supported by a particular discipline. The anthropologists present definitions stressing cultural patterns; the social psychologists define role stressing

individual perceptions; and the sociologists present definitions favoring the group process approach. Thus, as the emphasis is shifted from discipline to discipline, a shift is noted in the meaning given to role. (McLoughlin, 1965:9).

All disciplines are, however, in agreement with three basic ideas which appear in conceptualizations of role theory; namely, (Gross, Mason and McEachern, 1958:17) that: "(1) in social locations people (2) behave (3) with reference to expectations."

From an anthropological view, Linton (1936:113-114) stressing the importance of cultural patterns in defining role states:

A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties. . . . The role represents the dynamic aspects of status. . . . When [the individual] puts rights and duties which constitute the status into effect, he is performing a role.

Thus Linton's view of role appears to be with respect to behavioral standards rather than with actual behavior of position incumbents. As for his distinction between status and role, Gross, Mason and McEachern (1958:17) claim that what is defined by one author as role may be referred to by another as status. This becomes basically a matter of semantics.

Newcomb (1950:280) is more concerned with the behavior of individuals and distinguishes between role and role behavior as being the expected behavior for position incumbents and their actual behavior. This view is apparently supported by Sargent who further adds that roles (1951:359) "have ingredients of cultural, of personal, and

of situational determination." Such a view holds that the incumbent of a position has some effect upon the nature of his positional role.

The sociological definition of role requires a concept of both how individuals do behave and of how they should behave. Talcott Parsons (1961:202) defines role as "participation in a concrete process of social interaction with specified, concrete role partners," while Davis (1950:90) defines it as "the manner in which a person actually carries out the requirements of his position."

Whatever the point of departure, it is evident that role theory deals with both individual behavior and expectations for such behavior on the part of counter position groups.

Since this study is based upon the theory that the behavior of an incumbent of a social organizational position is related to both his self-expectations and the expectations of counter position groups, the explanation of this theory is facilitated by use of a social behavior model such as developed by Getzels and Guba (1957:429).

The model in Figure 1 illustrates the two dimensions, the nomothetic or institutional and the idiographic or personal, within a social system. The social system expresses the cultural patterns of the community and represents the consensus of opinion of society's members as to how people should behave in interpersonal situations. The functions of the social system are carried out by community

institutions. Each institution contains positions to be occupied by people for whom certain roles and expectations for roles are defined. These roles describe what an incumbent "should" do. The nomothetic dimension consists of the roles or sets of expectations that serve to fulfill the goals of the institution.

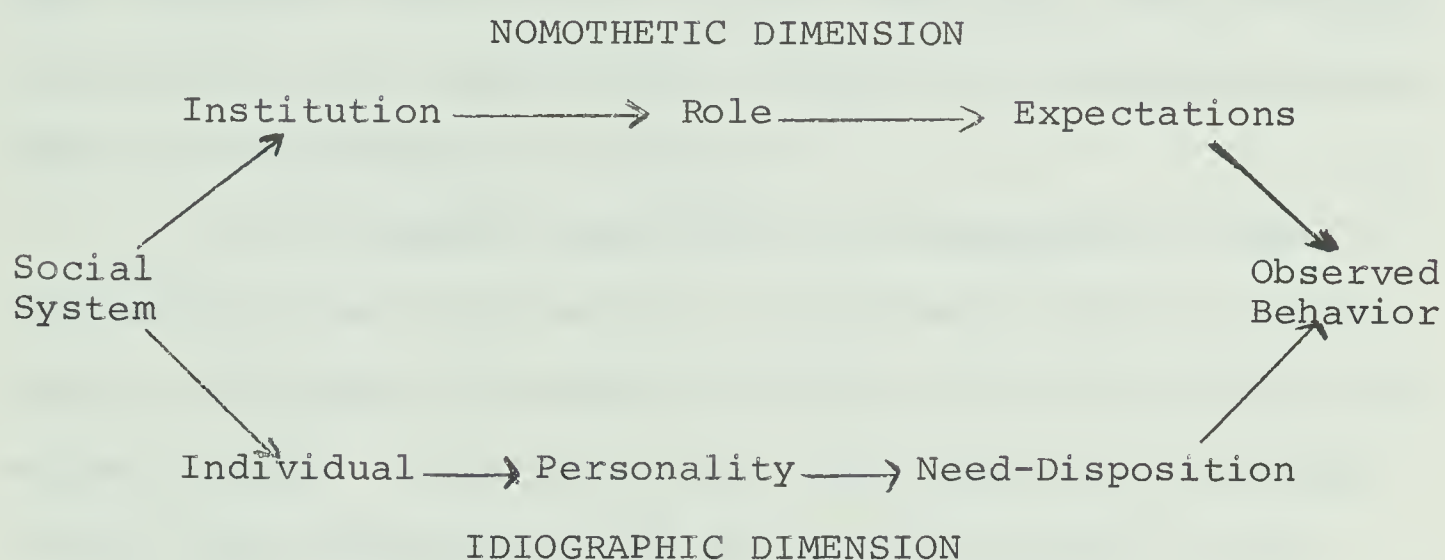


Figure 1

The Social System Model

The social system is also thought of as consisting of individuals with unique personalities as determined by their individual need-disposition. Therefore, the behavior of an individual within a social system is conceptualized as being a function of his role and his personality.

Role Conflict

Social systems theory views role conflict (Getzels, Lipham and Campbell, 1968:108) as "the mutual interference of parts, actions, and reactions in a social system." In this view, conflict may result between two roles, between a

persons's needs and the expectations held for him by others, or among several persons holding expectations for a role. Parsons (1961:243) includes "situations in which an actor [role incumbent] may be exposed to incompatible expectations as a consequence of his occupying a single position," while Sarbin (1954:225) states that role conflict results when "a person occupies two or more positions simultaneously and when the role expectations of one are incompatible with the role expectations of others."

It is commonly understood, and supported in the literature, that role conflict is dysfunctional for individuals, for groups in society, as well as for the success of society itself. Frustration for individuals and ineffectiveness for institutions are two manifestations of this dysfunction; however, writers such as Getzels and Guba (1957:423ff.) stipulate that role conflict can be at least reduced if not overcome. From this view, the clarification of role expectations should do much to reduce, or even prevent, conflicting demands upon incumbents of social positions.

SOCIAL PROCESS THEORY OF ADMINISTRATION

Historically, viewing administration as a process was one of the first approaches selected in attempting to theorize about administration. It is still one of the most useful ways of seeking answers to questions about the nature of administration and the work of administrators. (Miklos, 1968:1).

It is obvious that the role of assistant superintendent of schools is primarily that of an educational

administrator. Therefore, in attempting an analysis of the role of assistant superintendent, the social process theory of administration will serve most adequately as a framework for the study of administrative behavior both expected and perceived. In this thesis, concern lies only with the expected behavior for the position of assistant superintendent.

Getzels, Lipham and Campbell (1968:52-53) conceive of administration as "a social process and its context as a social system" that may be viewed as having three dimensions: the structural, functional and operational. They define these dimensions of an administrative role in the following manner.

Structurally, administration is seen as the hierarchy of superordinate-subordinate relationships within a social system.

Functionally, this hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve the goals of the system. It is here that the assignment of statuses, the provision of facilities, the organization of procedures, the regulation of activity, and the evaluation of performance take place.

Operationally, the administrative process takes effect in situations involving person-to-person interaction.

In other words, the structural dimension refers to the more common concept of the "line-staff" orientation of a position. The functional dimension refers to what may be thought of as the "administrative" details, tasks and responsibilities, and the operational dimension refers to the "supervisory-consultative" nature of relationships. In

the present study, the role of the assistant superintendent is conceived of as entailing a number of specific tasks and responsibilities. For analytical purposes these tasks and responsibilities are treated as categorical dimensions, rather than as individual entities, using the definitions recorded above. Further comment about this technique is provided in Chapter 3. However, as Getzels, and others, (1968:53) state:

No matter how minutely the administrative structure . . . is defined, in practice the individuals involved . . . do not thereby necessarily see eye to eye with each other.

The fact that administration always functions within a network of interpersonal or, more broadly, social relationships makes the nature of this network a crucial factor. . . . Thus the study of administration and of administrative roles must be put within the most general context of interpersonal or social behavior--that is, the given social system.

ROLE THEORY IN SUPERVISION

In addition to being an administrative role, the assistant superintendency also has aspects of a supervisory role. In an extensive review of the literature and of educational research, McLoughlin provides a detailed account of the concepts of role and role analysis in the study of supervision. He comments (1965:21) that, "today, supervision is generally seen as leadership which encourages a continuous involvement of school personnel in a cooperative effective school program." From a review of the literature pertaining to supervision, he generalizes (1965:22-24):

. . . it seems to be agreed that supervision is a

resource, consultant and leadership service which can contribute significantly to the solution of educational problems and the realization of educational goals considered important by teachers and supervisors.

The supervisory role is mainly concerned with human relations.

However, there are no simple, concrete attributes of a supervisor which will guarantee for him the operation of effective human relations with his co-workers. The attitude of the supervisor and his ability to develop wholesome and constructive attitudes in his co-workers determines the effectiveness of the supervisory program.

Specifically, the supervisory aspect of an administrative role must be focused towards the improvement of the teaching-learning situation. In this regard, supervision is a second-order or facilitating (Enns, 1967) function. As such it deals with the activities of providing individual assistance to teachers, adapting curricula to local needs, arranging for inter-visitations and group in-service training, and assisting in the staffing function.

For the purpose of this thesis, and in keeping with the definitions of the social process theory of administration referred to earlier, the supervisory aspects of the role of assistant superintendent are included in that category of the role defined as the operational dimension.

Chapter 3

THE RESEARCH DESIGN

This chapter contains a description of the instrument, the methods that were employed in the data collection, and the procedures which were used in analyzing the data. The chapter concludes with a description of the sample, thus providing a background for the analysis to follow in Chapters 4, 5, and 6.

PREPARATION AND PRE-TEST OF THE QUESTIONNAIRE

Since no suitable instrument was found, construction of a forced-choice questionnaire was necessary in order to obtain data for use in this study. A copy appears in Appendix C.

A preliminary format was arranged to serve as a pilot questionnaire by the selection of fifty-four items from an instrument devised by Hrynyk (1963) and modified by McLoughlin (1965). The latter used the questionnaire to investigate role expectations for supervisors of elementary instruction in the province of British Columbia. From his list, expectation items were chosen for pre-testing. These items were selected in accordance with the list of activities noted by the Alberta Department of Education (1962) as being services provided by assistant superintendents.

The pilot questionnaire was distributed to personnel

in one Alberta school division during December of 1970. Responses were subjected to factor analysis (see Appendix B) and were scrutinized for discrepancies that might have affected the content validity of the instrument. In this regard, provision was made for respondents to question or comment about any aspect of the pilot questionnaire. A final format was then drafted.

Selection of items for the final format was made in the light of the pilot factor analysis and an additional consideration was the selection of those items that corresponded with the dimensions, as defined in Chapter 2, of the social process theory of administration (Getzels, and others, 1968). Thus, the instrument for this study was developed for investigation of the structural, functional, and operational aspects of the position of assistant superintendent as an administrative role. Justification for use of this procedure was made in reference to such writers as Griffiths (1959:26) who states:

Facts, to be of value must bear a relationship to one another. The use of theory in the gathering of facts provides this relationship. . . . once a theory has been written, facts are sought which are either suggested by theory or are needed to validate the theory. But over and above the search for new facts is the concept that theory gives meaning to the facts which are uncovered.

Table 1 provides a summary of the factor analysis results. Expectation items for each of the three dimensions are listed as follows: items in the column headed as Factor 1 are included in the operational dimension while those under Factor 2 and Factor 3 form the structural and

Table 1

Factor Analysis of Expectation Items Grouped as Operational,
Structural, and Functional Dimensions

Expectation Item*	Factor 1	Factor 2	Factor 3
1	0.610		
2	0.667		
3	0.620		
4	0.637		
5			0.511
6	0.479		
7	0.525		
8		0.785	
9	0.604		
10		0.862	
11	0.732		
12	0.499		
13		0.491	
14			0.543
15	0.684		
16		0.591	
17		0.810	
18	0.502		
19		0.866	
20		0.412	
21			0.567
22		0.796	
23		0.447	
24		0.433	
25			0.654
26	0.610		
27			0.697
28			0.610
29	0.531		
30	0.492		
31			0.423
32			0.549

* Expectation items corresponding to the three dimensions are recorded in Appendix D.

functional dimensions respectively.

In sum, the research design for this thesis was the employment of a theory, the social process theory of administration, as the framework for gathering and organizing observed data, the expectation items. The data were grouped into three relationships, each defined by the theory. Thus, the theory employed also served to give meaning to the observed data. This use of a specified theoretical framework as the organizational base for the role study is a departure from other similar studies which have depended upon role theory as the general conceptual background. In this study, role theory served as the conceptual background while the social process theory of administration served as the basic design.

Other considerations in planning the final format were that the questionnaire should be simple to complete and that data should be easily transferable onto cards for computer processing. Two types of question format were used. The first, calling for personal background information, required check marks in appropriate categories. The second, seeking the expectations held by respondents for the role of assistant superintendent, required responses on a Likert-type scale. The questionnaire was designed for presentation to teachers, administrators, and school trustees.

DATA COLLECTION

During the 1970-1971 school year, twenty school

divisions and counties had recorded the position of assistant superintendent. Of these, one division employed two incumbents, one position was vacant, and one division had decided to employ two supervisors of instruction as replacement for their assistant superintendent. As the employment of the supervisors was expected to modify expectations in that jurisdiction, it was decided not to include this division in the study. The number of personnel included in the survey is indicated in Table 2.

Appropriate numbers of questionnaires were mailed to each superintendent for distribution to central office personnel and trustees after permission to conduct the study in his jurisdiction had been obtained. Principals of schools having more than five staff members were also asked to distribute questionnaires to those of their staff who were selected for inclusion in the survey. Every eighth teacher was thus included by random selection.

To maintain anonymity, no personal identification of any kind was called for on the questionnaire and each respondent was provided with an envelope in which the completed questionnaire was to be sealed.

Superintendents and principals gathered the envelopes to be returned. A time of three weeks was allowed for completion of the survey. A total of twenty-three post cards were mailed as reminders to superintendents and principals who had not returned the envelopes by the end of the third week.

Table 2

Number of Questionnaires Distributed and Returned

Respondents	Questionnaires Distributed	Questionnaires Returned	Percent Returned
Assistant Superintendents	19	19	100.0
Superintendents	19	19	100.0
Trustees	132	101	76.5
Principals	156	141	90.4
Teachers	272	259	95.2
Total	598	539	90.1

TREATMENT OF DATA

The analysis of the position of assistant superintendent of Alberta school divisions and counties was carried out with respect to how the incumbent of the position was expected to behave but not with respect to actual performance. Appendix C contains the questionnaire used to determine the expectations for this behavior.

Where necessary for intra-group comparisons, sub-groups with limited numbers of observations were collapsed. Thus, the ninety-one sub-groupings obtained in the survey were reduced to forty-nine for analysis purposes. The frequency distribution of respondents, discussed under the next topic of this chapter, shows the actual number of sub-groupings observed. The written description of each counter position

indicates the collapsed sub-groups.

As the study utilized both role theory and the social process theory of administration, the thirty-two expectation items of the questionnaire were collapsed for each respondent to provide three scores. These scores corresponded to the structural, functional and operational dimensions of the social process theory of administration. The One-way Analysis of Variance test was then applied to determine significant differences of means between counter positions as well as for significant differences of means for intra-position comparisons when groups were categorized by selected demographic variables. Following significant F test findings, the Scheffé's recommendation (1959) is that an investigator should choose a less rigorous significance level. For this study the .10 level of significance was employed.

Ferguson (1966:296-297) notes that the Scheffé method presents no special problems due to unequal n's, is not seriously affected by minor violations of the assumptions of normality and homogeneity of variance, and can serve for making any comparison the investigator wishes to make.

One further consideration dealt with the problem of a lack of homogeneity of variance indicated prior to a significant F finding. Where this was found to be the case, the Lindquist technique was used. Lindquist (1953:83) states that:

. . . marked heterogeneity of variance has a small but real effect on the form of the F-distribution. . . . Accordingly, where marked but not extreme heterogeneity is expected, it is desirable to allow for the discrepancy

by setting a slightly higher "apparent" level of significance for this test than one would otherwise employ (the "apparent" level being that indicated by the F-table).

Finally, as a measure of intra-position consensus, the variance of the distribution was used. Gross, Mason and McEachern (1958:115) note that the variance lends itself well to the measurement of consensus. In using variance scores (1958:144), "High consensus equals low variance." For this study, three categories of consensus were defined. Respectively, these were "high," "moderate," and "low," and corresponded to variance ranges of 0.00 to 0.30, 0.31 to 0.64, and 0.65 to 1.00.

DESCRIPTION OF THE SAMPLE

The sample was composed of nineteen superintendents, nineteen assistant superintendents, one hundred one trustees, one hundred forty-one principals, and two hundred fifty-nine teachers. This represented a 90 per cent return of questionnaires. Table 3 provides a summary of selected data concerning the categorical characteristics of respondents. The following descriptions are composed of sub-groupings from the summary.

Superintendents

Superintendents were all males with post-graduate training in education. Ten of the nineteen superintendents were less than forty-five years of age. Twelve individuals had served for less than seven years in their present position while seven had served longer. Eight men were

Table 3

Frequency Distribution of Respondents
by Categorical Variables

Personal Characteristics	Supt. N = 19	Ass't.Supt. N = 19	Trustee N = 101	Principal N = 141	Teacher N = 259
<u>Years in Present Position</u>					
1 - 3	6	12	44	46	111
4 - 6	6	5	20	35	55
7 - 9	1	2	16	12	33
10 - 12	1		9	16	19
Over 12	5		12	32	41
<u>Grades Taught</u>					
1 - 3				3	67
4 - 6				34	67
7 - 9				40	65
10 - 12				49	60
Not Applicable	19	19	101	15	
<u>Age Category</u>					
Less than 25					39
25 - 34	3	7	2	38	98
35 - 44	7	8	27	48	45
45 - 54	3	2	48	30	45
Over 54	6	2	24	25	32
<u>Sex</u>					
Male	19	19	87	132	101
Female			14	9	158
<u>Yrs. of University Education</u>					
Less than 1			78		5
1			6	2	50
2			4	5	57
3			1	14	33
4		2	4	60	85
5	3	4	3	30	21
6 or more	16	13	5	30	8
<u>Employing Organization</u>					
School Division	5	9	43	67	115
County	3	11	57	74	144
Dept. of Education	11		1		

Supt. - Superintendent; Ass't.Supt. - Assistant Superintendent.

locally employed by school divisions or counties and eleven had been appointed by the provincial Department of Education.

Assistant Superintendents

Assistant superintendents were males, with all but two having post-graduate training in education. Seven were less than thirty-five years of age while twelve were older. Experience in school system administration was somewhat limited with twelve assistant superintendents having served fewer than four years in the present position and seven having served between four and nine years. All were employed locally: nine by school divisions and ten by county school committees.

Trustees

Eighty-seven of the one hundred one trustees were males. Seventy-eight had less than a post-secondary school education and twenty-three ranged from one to six years of university training. Age was widely spread with twenty-nine trustees being younger than thirty-five years, forty-eight being between thirty-five and forty-four years, and twenty-four being over forty-four years of age. Sixty-four had served in their present position for less than seven years while thirty-seven had more experience. Forty-three were elected as school division trustees and fifty-seven as county school committee members.

Principals

Only nine of the one hundred forty-one principals

were females. Twenty-one principals had less than a university degree, sixty had one degree and sixty more had pursued graduate studies. Principals' ages were about as evenly spread as trustees'. Thirty-eight were less than thirty-five years, forty-eight were between thirty-five and forty-four years, and forty-nine were over forty-four years of age. Forty-six principals had served in their present position for less than four years, forty-seven had served between four and nine years, and forty-eight for more than nine years. School divisions employed sixty-seven and county school committees employed seventy-four principals. Thirty-seven principals taught in elementary grades, forty in junior high school, forty-nine in senior high school, and fifteen were full time administrators.

Teachers

Of the one hundred one male and one hundred fifty-eight female teachers in the sample, one hundred forty-five had less than a university degree with eighty-five holding one degree and twenty-nine having pursued graduate studies. Teachers' ages ranged from one hundred thirty-seven being less than thirty-five years, through forty-five between thirty-five and forty-four years, to seventy-seven over forty-four years of age. One hundred eleven teachers had served in their present position for less than four years, eighty-eight from between four and nine years, and sixty had served more than nine years. School divisions employed one hundred fifteen, and county school committees employed

one hundred forty-four teachers. Sixty-seven teachers taught in each of Divisions I and II while sixty-five taught junior high school and sixty taught senior high school classes.

Chapter 4

ANALYSIS OF DATA: THE STRUCTURAL DIMENSION

This chapter contains an analysis of the expectation responses for the structural dimension of the role of assistant superintendent. In order to test the hypotheses stated in Chapter 1 the analysis is presented in three sections: comparisons between counter position groups, comparisons between sub-groups by demographic variables, and intra-group consensus on the structural dimension. The findings are summarized at the end of the chapter.

COMPARISONS BETWEEN COUNTER POSITION GROUPS

Hypothesis 1 postulated that there were no significant differences in expectations held for the role of assistant superintendent between counter position groups. In order to test this hypothesis, expectations for the structural dimension were subjected to One-way Analysis of Variance. A summary of this analysis is contained in Table 4. Evidence from the inspection of Table 4 showed that the difference between means for at least one pair of groups was statistically significant, this at the .01 level of probability. The Scheffé Multiple Comparison of Means was employed to determine where the significant difference occurred. Table 5 revealed this to be between trustees and principals, and between trustees and teachers. The hypotheses 1.4 and 1.2, that there were no

Table 4

Analysis of Variance on the Structural Dimension
Between Counter Position Groups

	Group	N	\bar{X}	S.D.	F Ratio
1	Superintendents	19	3.29	0.63	
2	Assistant Superintendents	19	3.40	0.60	
3	Trustees	101	3.72	0.74	6.90*
4	Principals	141	3.21	0.74	
5	Teachers	259	3.42	0.79	

*Significant at the .01 level of probability.

Table 5

Scheffé Multiple Comparison of Means on the Structural
Dimension Between Counter Position Groups

	1	2	3	4
1				
2	0.99			
3	0.26	0.58		
4	0.99	0.90	0.00*	
5	0.96	1.00	0.03*	0.19

*Significant at the .10 level of probability.

significant differences in expectations held for the role of assistant superintendent between trustees and principals or between trustees and teachers, were rejected for the structural dimension of the role. All three groups indicated that the assistant superintendent should serve as a line-officer of the board of education. Trustees felt this more strongly ($\bar{X} = 3.72$) than teachers ($\bar{X} = 3.42$) or principals ($\bar{X} = 3.21$) who indicated the expectation that the assistant superintendent should serve in this capacity only occasionally.

Hypotheses 1.1, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, and 1.10 stating that there were no significant differences in expectations held for the role of assistant superintendent between trustees and superintendents, trustees and assistant superintendents, superintendents and teachers, superintendents and assistant superintendents, superintendents and principals, principals and teachers, principals and assistant superintendents, or between teachers and assistant superintendents were accepted for the structural dimension of the role under investigation.

COMPARISONS BETWEEN SUB-GROUPS BY DEMOGRAPHIC VARIABLES

Hypothesis 2 stated that there were no significant differences in expectations held for the role of assistant superintendent by counter position groups when they were categorized by selected demographic variables. In order to test this hypothesis, expectations for the structural

dimension were subjected to One-way Analysis of Variance. Tables 6, 7, 8, 9, 10, and 11 provide a summary of the analysis for each of the six demographic variables studied. As statistically significant differences between means were not found hypothesis 2 was accepted. There were no significant differences in expectations for the structural dimension of the role of assistant superintendent when counter position groups were categorized by years in present position, grades taught, age, sex, years of post secondary school education, or system of employing organization.

Table 6

Analysis of Variance on the Structural Dimension
by Years in Present Position

Group	Years in Position	N	\bar{X}	S.D.	F Ratio
Superintendents	1 - 6	12	3.29	0.75	0.00 ^a
	7 or more	7	3.28	0.41	
Assistant Superintendents	1 - 3	12	3.38	0.49	0.05 ^a
	4 - 9	7	3.44	0.80	
Trustees	1 - 6	64	3.63	0.74	2.59 ^a
	7 or more	37	3.88	0.73	
Principals	1 - 3	46	3.23	0.72	0.65 ^a
	4 - 9	47	3.12	0.75	
	10 or more	48	3.28	0.75	
Teachers	1 - 3	111	3.47	0.78	1.48 ^a
	4 - 9	88	3.47	0.73	
	10 or more	60	3.27	0.87	

^aNot significant.

Table 7
Analysis of Variance on the Structural Dimension
by Grades Taught

Group	Grades Taught	N	\bar{X}	S.D.	F Ratio
Principals	1 - 6	37	3.27	0.69	0.78 ^a
	7 - 9	40	3.26	0.70	
	10 - 12	49	3.08	0.83	
	N/A	15	3.34	0.61	
Teachers	1 - 3	67	3.48	0.77	0.96 ^a
	4 - 6	67	3.53	0.77	
	7 - 9	65	3.32	0.75	
	10 - 12	60	3.37	0.86	

^aNot significant.

N/A - Not applicable.

Table 8

Analysis of Variance on the Structural Dimension by Age

Group	Age	N	\bar{X}	S.D.	F Ratio
Superintendents	Under 45	10	3.21	0.77	0.28 ^a
	Over 44	9	3.37	0.46	
Assistant Superintendents	Under 35	7	3.33	0.58	0.14 ^a
	Over 34	12	3.44	0.64	
Trustees	Under 45	29	3.57	0.81	1.66 ^a
	45 - 54	48	3.70	0.75	
	Over 54	24	3.94	0.63	
Principals	Under 35	38	3.15	0.83	0.30 ^a
	35 - 44	48	3.19	0.69	
	Over 44	55	3.27	0.72	
Teachers	Under 35	137	3.46	0.76	0.34 ^a
	35 - 44	45	3.37	0.65	
	Over 44	77	3.39	0.89	

^aNot significant.

Table 9
Analysis of Variance on the Structural Dimension by Sex

Group	Sex	N	\bar{X}	S.D.	F Ratio
Trustees	Male	87	3.72	0.73	0.01 ^a
	Female	14	3.71	0.88	
Principals	Male	132	3.20	0.75	0.69 ^a
	Female	9	3.41	0.58	
Teachers	Male	101	3.38	0.77	0.61 ^a
	Female	158	3.46	0.80	

^aNot significant.

Table 10

Analysis of Variance on the Structural Dimension
by Years of Post Secondary School Education

Group	Years of Education	N	\bar{X}	S.D.	F Ratio
Trustees	1 - 6	23	3.54	0.76	1.85 ^a
	None	78	3.78	0.74	
Principals	1 - 3	21	3.17	0.83	1.23 ^a
	4	60	3.11	0.76	
	5 - 6	60	3.32	0.68	
Teachers	0 - 3	145	3.51	0.82	1.90 ^a
	4	85	3.33	0.74	
	5 - 6	29	3.28	0.72	

^aNot significant.

Table 11
Analysis of Variance on the Structural Dimension
by Employing Organization

Group	Employing Organization	N	\bar{X}	S.D.	F Ratio
Superintendents	Division or County	8	3.35	0.55	0.12 ^a
	Province	11	3.24	0.71	
Assistant Superintendents	Division	9	3.28	0.60	0.65 ^a
	County	10	3.40	0.62	
Trustees	Division	43	3.80	0.66	0.65 ^a
	County	57	3.67	0.80	
Principals	Division	67	3.17	0.81	0.43 ^a
	County	74	3.25	0.67	
Teachers	Division	115	3.37	0.78	0.98 ^a
	County	144	3.47	0.79	

^aNot significant.

INTRA-GROUP CONSENSUS ON THE STRUCTURAL DIMENSION

Hypothesis 3 stated that there were no significant differences in expectations held for the role of assistant superintendent within counter position groups. In order to test this hypothesis variance scores were scrutinized. Table 12 provides the relative intra-group consensus pertaining to the structural dimension. Using the criterion that high consensus equals low variance, hypotheses 3.1, 3.2, 3.3, 3.4 and 3.5 were accepted for the structural dimension of the role of assistant superintendent. Moderate consensus within each of the counter position groups was evident; however, this was more so for superintendents ($S^2 = 0.40$) and assistant superintendents ($S^2 = 0.36$) than for trustees ($S^2 = 0.54$) or principals ($S^2 = 0.54$). Teachers displayed the least consensus ($S^2 = 0.60$) of all groups on the structural dimension.

SUMMARY OF THE CHAPTER

This chapter tested the hypotheses outlined in Chapter 1 for the structural dimension of the role of assistant superintendent in Alberta school divisions and counties.

Hypothesis 1 stated that there were no significant differences in expectations held for the role between counter positions. Using the One-way Analysis of Variance and Scheffé Multiple Comparison of Means, hypotheses 1.2 and

Table 12
Relative Intra-group Consensus Pertaining
to the Structural Dimension

Variance Range	Sup't. N = 19	Ass't.Sup't. N = 19	Trustees N = 101	Principals N = 141	Teachers N = 259
0.64					
0.60					
0.56					*
0.52			*	*	
0.48					
0.44					
0.40	*				
0.36		*			
0.32					
0.28					
0.24					
0.20					
0.16					
0.12					
0.08					
0.04					
0.00					

Sup't. - Superintendents.

Ass't.Sup't. - Assistant Superintendents.

1.4 were rejected for the structural dimension as differences in expectations were found between trustees and principals, and between trustees and teachers.

Hypothesis 2 stated that there were no significant differences in expectations held for the role of assistant superintendent by counter position groups when categorized by selected demographic variables. The analysis of data supported the hypothesis that counter positions sub-grouped by years of experience in the present position, grades taught, age, sex, years of post secondary school education, and system of employing organization did not hold differing expectations for the structural dimension of the role of assistant superintendent.

Hypothesis 3, stating that there were no significant differences in expectations held for the role of assistant superintendent within counter position groups, was accepted for the structural dimension as consensus of expectations was found within each group.

Chapter 5

ANALYSIS OF DATA: THE FUNCTIONAL DIMENSION

This chapter presents an analysis of the responses for the functional dimension of the role of assistant superintendent. In order to test the hypotheses stated in Chapter 1 the analysis is presented in three sections: comparisons between counter position groups, comparisons between sub-groups by demographic variables, and intra-group consensus on the functional dimension. The findings are summarized at the end of the chapter.

COMPARISON BETWEEN COUNTER POSITION GROUPS

Hypothesis 1 postulated that there were no significant differences in expectations held for the role of assistant superintendent between counter position groups. In order to test this hypothesis, expectations for the functional dimension were subjected to One-way Analysis of Variance. A summary of this analysis is contained in Table 13. It is evident from the inspection of Table 13 that the difference between means for at least one pair of groups was statistically significant at the .01 level of probability. The Scheffé Multiple Comparison of Means was employed to determine where the significant difference occurred. This was revealed, in Table 14, to be between superintendents and trustees. Hypothesis 1.1 was therefore rejected for the

Table 13

Analysis of Variance on the Functional Dimension
Between Counter Position Groups

	Group	N	\bar{X}	S.D.	F Ratio
1	Superintendents	19	2.39	0.56	
2	Assistant Superintendents	19	2.61	0.76	
3	Trustees	101	3.00	0.79	3.71*
4	Principals	141	2.71	0.67	
5	Teachers	259	2.83	0.73	

* Significant at the .01 level of probability.

Table 14

Scheffé Multiple Comparison of Means on the Functional
Dimension Between Counter Position Groups

	1	2	3
1			
2	0.92		
3	0.04*	0.45	
4	0.49	0.99	0.16
5	0.15	0.79	0.71

* Significant at the .10 level of probability.

functional dimension of the role of assistant superintendent. Both groups indicated that the assistant superintendent should be involved to some extent in the allocation and integration of roles and facilities within the school system. While trustees felt the assistant superintendent should be occasionally involved in this dimension ($\bar{X} = 3.00$), superintendents held the view that the assistant should seldom be involved ($\bar{X} = 2.39$) in such duties.

Hypotheses 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, and 1.10 stating that there were no significant differences in expectations held for the role of assistant superintendent between trustees and teachers, trustees and assistant superintendents, trustees and principals, superintendents and teachers, superintendents and assistant superintendents, superintendents and principals, principals and teachers, principals and assistant superintendents, or between teachers and assistant superintendents were accepted for the functional dimension of the role studied.

COMPARISONS BETWEEN SUB-GROUPS

BY DEMOGRAPHIC VARIABLES

Hypothesis 2 stated that there were no significant differences in expectations held for the role of assistant superintendent by counter position groups when categorized by selected demographic variables. In order to test this hypothesis, expectations for the functional dimension were subjected to One-way Analysis of Variance. Tables 15, 16, 17, 18, 19, and 20 provide a summary of the analysis for each of the six demographic variables studied. As significant

Table 15

Analysis of Variance on the Functional Dimension
by Years in Present Position

Group	Years in Position	N	\bar{X}	S.D.	F Ratio
Superintendents	1 - 6	12	2.36	0.31	0.06 ^a
	7 or more	7	2.42	0.37	
Assistant Superintendents	1 - 3	12	2.59	0.71	0.01 ^a
	4 - 9	7	2.63	0.89	
Trustees	1 - 6	84	2.85	0.73	3.29 ^a
	7 or more	37	3.14	0.87	
Principals	1 - 3	46	2.70	0.66	0.82 ^a
	4 - 9	47	2.63	0.67	
	10 or more	48	2.81	0.68	
Teachers	1 - 3	111	2.87	0.76	0.80 ^a
	4 - 9	88	2.75	0.67	
	10 or more	60	2.87	0.75	

^aNot significant.

Table 16
Analysis of Variance on the Functional Dimension
by Grades Taught

Group	Grades Taught	N	\bar{X}	S.D.	F Ratio
Principals	1 - 6	37	2.78	0.72	
	7 - 9	40	2.78	0.64	0.62 ^a
	10 - 12	49	2.63	0.64	
	N/A	15	2.61	0.76	
Teachers	1 - 3	67	2.90	0.71	
	4 - 6	67	2.79	0.76	0.28 ^a
	7 - 9	65	2.81	0.71	
	10 - 12	60	2.82	0.74	

^aNot significant.

N/A - Not applicable.

Table 17

Analysis of Variance on the Functional Dimension by Sex

Group	Sex	N	\bar{X}	S.D.	F Ratio
Trustees	Male	87	3.01	0.78	3.60 ^a
	Female	14	3.59	0.81	
Principals	Male	132	2.69	0.67	2.64 ^a
	Female	9	3.06	0.55	
Teachers	Male	101	2.81	0.79	0.17 ^a
	Female	158	2.85	0.69	

^aNot significant.

Table 18

Analysis of Variance on the Functional Dimension
by Years of Post Secondary School Education

Group	Years of Education	N	\bar{X}	S.D.	F Ratio
Trustees	1 - 6	23	2.78	0.70	1.42 ^a
	None	78	3.01	0.81	
Principals	1 - 3	21	2.64	0.74	0.33 ^a
	4	60	2.76	0.67	
	5 - 6	60	2.68	0.66	
Teachers	0 - 3	145	2.85	0.74	0.81 ^a
	4	85	2.86	0.73	
	5 - 6	29	2.67	0.68	

^aNot significant.

Table 19
Analysis of Variance on the Functional Dimension
by Employing Organization

Group	Employing Organization	N	\bar{X}	S.D.	F Ratio
Superintendents	Division or County	8	2.35	0.40	0.06 ^a
	Province	11	2.41	0.68	
Assistant Superintendents	Division	9	2.56	0.58	0.08 ^a
	County	10	2.66	0.91	
Trustees	Division	43	2.86	0.76	0.99 ^a
	County	57	3.02	0.82	
Principals	Division	67	2.72	0.72	0.05 ^a
	County	74	2.70	0.63	
Teachers	Division	115	2.78	0.73	1.13 ^a
	County	144	2.87	0.73	

^aNot significant.

differences between means were not found for Tables 15, 16, 17, 18, and 19, hypotheses 2.1, 2.2, 2.4, 2.5, and 2.6 were accepted. There were no statistically significant differences in expectations for the functional dimension when counter position groups were categorized by years in present position, grades taught, sex, years of post secondary school education, or employing organization.

Table 20 provides a summary of the analysis on the functional dimension by age of counter-position groups. Inspection of Table 20 revealed that the difference between means for at least one pair of sub-groups within the trustee counter position was statistically significant at the .01 level of probability. The Scheffé Multiple Comparison of Means, shown in Table 21, revealed significant differences of expectations between trustees who were older than fifty-four years of age and the two younger age groups. Therefore, hypothesis 2.1 for the trustee counter position group was rejected. Trustees over fifty-four years of age held the view that the assistant superintendent should seldom participate in the functional dimension of school system administration. Trustees in both the forty-five to fifty-four age groups and in the under forty-five age group thought that the assistant superintendent should be more frequently involved in this dimension.

Table 20

Analysis of Variance on the Functional Dimension by Age

	Group	Age	N	\bar{X}	S.D.	F Ratio
	Superintendents	Under 45	10	2.37	0.56	0.03 ^a
		Over 44	9	2.41	0.60	
	Assistant Superintendents	Under 35	7	2.19	0.51	3.90 ^a
		Over 34	12	2.85	0.79	
1	Trustees	Under 45	29	2.75	0.75	5.34 [*]
2		45 - 54	48	2.86	0.73	
3		Over 54	24	2.39	0.82	
	Principals	Under 35	38	2.79	0.78	1.16 ^a
		35 - 44	48	2.59	0.58	
		Over 44	55	2.76	0.67	
	Teachers	Under 35	137	2.77	0.73	1.02 ^a
		35 - 44	45	2.88	0.69	
		Over 44	77	2.91	0.75	

^a Not significant.

^{*} Significant at the .01 level of probability.

Table 21

Scheffé Multiple Comparison of Means on the Functional Dimension for Trustees by Age

	1	2
1		
2	0.83 [*]	
3	0.01	0.02 [*]

^{*} Significant at the .10 level of probability.

INTRA-GROUP CONSENSUS ON THE FUNCTIONAL DIMENSION

Hypothesis 3 stated that there were no significant differences in expectations held for the role of assistant superintendent within counter position groups. In order to test this hypothesis variance scores were scrutinized. Table 22 provides the relative intra-group consensus pertaining to the functional dimension. Using the criterion that high consensus equals low variance, hypotheses 3.1, 3.2, 3.3, 3.4, and 3.5 were accepted for the functional dimension of the role of assistant superintendent. Moderate consensus within each of the counter positions was evident; however, this was more so for superintendents ($S^2 = 0.30$) and principals ($S^2 = 0.45$) than for assistant superintendents ($S^2 = 0.57$) or teachers ($S^2 = 0.53$). Trustees displayed the least consensus ($S^2 = 0.62$) of all groups on the functional dimension.

SUMMARY OF THE CHAPTER

This chapter tested the hypotheses outlined in Chapter 1 for the functional dimension of the role of assistant superintendent in Alberta school divisions and counties.

Hypothesis 1 stated that there were no significant differences in expectations held for the role between counter positions. Using the One-way Analysis of Variance and Scheffé Multiple Comparison of Means, hypothesis 1.1 was rejected for the functional dimension as differences of

Table 22

Relative Intra-group Consensus Pertaining
to the Functional Dimension

Variance Range	Sup't. N = 19	Ass't.Supt. N = 19	Trustees N = 101	Principals N = 141	Teachers N = 259
0.68					
0.64					
0.60			*		
0.56		*			
0.52					*
0.48					
0.44				*	
0.40					
0.36					
0.32	*				
0.28					
0.24					
0.20					
0.16					
0.12					
0.08					
0.04					
0.00					

Sup't. - Superintendent.

Ass't.Sup't. - Assistant Superintendent.

expectations were found between superintendents and trustees.

Hypothesis 2 stated that there were no significant differences in expectations held for the role of assistant superintendent by counter position groups when categorized by selected demographic variables. The analysis of data rejected hypothesis 2.3 for the functional dimension as differences were found between trustees over fifty-four years of age and those younger than this age.

Hypothesis 3, stating that there were no significant differences in expectations held for the role of assistant superintendent within counter position groups, was accepted for the functional dimension as consensus of expectations was found within each group.

Chapter 6

ANALYSIS OF DATA: THE OPERATIONAL DIMENSION

This chapter presents an analysis of the responses for the operational dimension of the role of assistant superintendent. In order to test the hypotheses stated in Chapter 1 the analysis is presented in three sections: comparisons between counter position groups, comparisons between sub-groups by demographic variables, and intra-group consensus on the operational dimension. The findings are summarized at the end of this chapter.

COMPARISONS BETWEEN COUNTER POSITION GROUPS

Hypothesis 1 postulated that there were no significant differences in expectations held for the role of assistant superintendent between counter position groups. In order to test this hypothesis, expectations for the operational dimension were subjected to One-way Analysis of Variance. A summary of this analysis is contained in Table 23. Evidence from Table 23 showed that the difference between means for at least one pair of groups was statistically significant at the .01 level of probability. The Scheffé Multiple Comparison of Means was employed to determine where the significant difference occurred.

Table 23

Analysis of Variance on the Operational Dimension
Between Counter Position Groups

Group		N	\bar{X}	S.D.	F Ratio
1	Superintendents	19	3.66	0.45	
2	Assistant Superintendents	19	3.72	0.45	
3	Trustees	101	3.93	0.53	18.78*
4	Principals	141	3.60	0.47	
5	Teachers	259	3.43	0.52	

*Significant at the .01 level of probability.

Table 24 revealed significant differences of expectations to be between trustees and principals, trustees and teachers, and principals and teachers. Hypotheses 1.2, 1.4, and 1.8 were therefore rejected for the operational dimension of the role of assistant superintendent. All three groups indicated that the assistant superintendent should serve in a supervisory-consultative capacity to instructional personnel within the school system. All three groups also indicated that the assistant superintendent should serve in this capacity on a regular basis. Trustees ($\bar{X} = 3.93$) and principals ($\bar{X} = 3.60$) held this view most strongly while teachers ($\bar{X} = 3.43$) expressed the expectation in a somewhat lesser degree.

Table 24

Scheffe Multiple Comparison of Means on the Operational
Dimension Between Counter Position Groups

	1	2	3	4
1				
2	0.99			
3	0.33	0.60		
4	0.99	0.91	0.00*	
5	0.44	0.20	0.00*	0.03*

*Significant at the .10 level of probability.

Hypotheses 1.1, 1.3, 1.5, 1.6, 1.7, 1.9, and 1.10 stating that there were no significant differences in expectations held for the role of assistant superintendent between trustees and superintendents, trustees and assistant superintendents, superintendents and teachers, superintendents and assistant superintendents, superintendents and principals, principals and assistant superintendents, or between teachers and assistant superintendents were accepted for the operational dimension of the role under investigation.

COMPARISON BETWEEN SUB-GROUPS

BY DEMOGRAPHIC VARIABLES

Hypothesis 2 stated that there were no significant differences in expectations for the role of assistant superintendent by counter position groups when categorized by selected demographic variables. To test this hypothesis, expectations for the operational dimension were subjected to One-way Analysis of Variances. Table 25 provides a summary of the analysis on the operational dimension by years of

Table 25

Analysis of Variance on the Operational Dimension
by Years in Present Position

Group	Years in Position	N	\bar{X}	S.D.	F Ratio
Superintendents	1 - 6	12	3.70	0.50	0.18 ^a
	7 or more	7	3.60	0.36	
Assistant Superintendents	1 - 3	12	3.82	0.40	1.46 ^a
	4 - 9	7	3.56	0.51	
Trustees	1 - 6	64	3.89	0.52	0.95 ^a
	7 or more	37	4.00	0.55	
1 Principals	1 - 3	46	3.48	0.51	3.26 [*]
2	4 - 9	47	3.72	0.36	
3	10 or more	48	3.60	0.49	
Teachers	1 - 3	111	3.39	0.52	0.98 ^a
	4 - 9	88	3.34	0.56	
	10 or more	60	3.50	0.45	

^aNot significant.

^{*}Significant at the .01 level of probability.

service in the present position. Since significant differences between means within the principal counter position at the .01 level of probability were indicated, hypothesis 2.1 was rejected for this group. The Scheffé Multiple Comparison of Means in Table 26 revealed significant differences of expectations between principals with relatively few years of experience in the present position and principals with four to nine years of experience. Principals with more years of experience held the opinion that the assistant superintendent should be more frequently involved in the operational aspects of the role than did principals with few years of experience.

As statistically significant differences of means were not found for superintendents, assistant superintendents, trustees, or teachers, hypothesis 2.1 was accepted for the operational dimension for these groups when categorized by years of service in their present position.

Table 27 provides a summary of the analysis on the operational dimension for grades taught by principals and teachers. As significant differences between means within the teacher counter position were indicated, hypothesis 2.2 was rejected for this group.

The Scheffé Multiple Comparison of Means in Table 28 revealed significant differences of expectations between elementary and junior high school teachers. Junior high school teachers expected the assistant superintendent to be

Table 26

Scheffé Multiple Comparison of Means on the Operational
Dimension for Principals by Years
in Present Position

	1	2
1		
2	0.04*	
3	0.44	0.44

*Significant at the .10 level of probability.

Table 27

Analysis of Variance on the Operational Dimension
by Grades Taught

	Group	Grades Taught	N	\bar{X}	S.D.	F Ratio
	Principals	1 - 6	37	3.64	0.50	
		7 - 9	40	3.65	0.38	
		10 - 12	49	3.55	0.49	0.42 ^a
		N/A	15	3.59	0.51	
1	Teachers	1 - 3	67	3.53	0.52	
2		4 - 6	67	3.57	0.52	
3		7 - 9	65	3.25	0.50	5.77*
4		10 - 12	60	3.34	0.48	

^aNot significant.

N/A - Not applicable.

*Significant at the .01 level of probability.

less frequently involved in the operational aspects of the role than did teachers of both Divisions I and II.

Table 28

Scheffé Multiple Comparison of Means on the Operational Dimension for Teachers by Grades Taught

	1	2	3
1			
2	0.98*		
3	0.02	0.01*	
4	0.23	0.10	0.81

* Significant at the .10 level of probability.

As no significant differences between means for the principals when categorized by level of teaching were found, hypothesis 2.2 for the operational dimension was accepted for the principal counter position.

Table 29 provides a summary of the analysis on the operational dimension by age of counter position members. As no significant differences between means within any of the groups were found hypothesis 2.3 was accepted. There were no significant differences in expectations for the operational dimension when counter position groups were categorized by age.

Table 30 provides a summary of the analysis on the operational dimension by sex of counter position members. Hypothesis 2.4, for the teacher group, was rejected since significant differences between means were found at the .01 level of probability. Female Teachers held the expectation that the assistant superintendent should be more frequently involved in the operational aspects of the

Table 29

Analysis of Variance on the Operational Dimension by Age

Group	Age	N	\bar{X}	S.D.	F Ratio
Superintendents	Under 45	10	3.70	0.49	0.15 ^a
	Over 44	9	3.62	0.42	
Assistant Superintendents	Under 35	7	3.75	0.45	0.03 ^a
	Over 34	12	3.71	0.47	
Trustees	Under 45	29	3.80	0.55	1.32 ^a
	45 - 54	48	4.00	0.43	
	Over 54	24	3.95	0.68	
Principals	Under 35	38	3.62	0.55	0.12 ^a
	35 - 44	48	3.62	0.44	
	Over 44	55	3.58	0.43	
Teachers	Under 35	137	3.36	0.53	2.49 ^a
	35 - 44	45	3.50	0.55	
	Over 44	77	3.50	0.48	

^aNot significant.

role than did male teachers.

Table 30

Analysis of Variance on the Operational Dimension by Sex

Group	Sex	N	\bar{X}	S.D.	F Ratio
Trustees	Male	87	3.93	0.50	0.11 ^a
	Female	14	3.89	0.72	
Principals	Male	132	3.61	0.47	0.40 ^a
	Female	9	3.51	0.37	
Teachers	Male	101	3.33	0.52	6.42 [*]
	Female	158	3.50	0.51	

^aNot significant.

^{*}Significant at the .01 level of probability.

No significant differences in expectations held for the operational dimension of the role of assistant superintendent were found within the trustee or principal groups when sub-grouped by sex.

Table 31 provides a summary of the analysis on the operational dimension by years of post secondary school education attained by trustees, principals and teachers. Inspection of Table 31 showed that differences between means within the teacher counter position were statistically significant at the .01 level of probability. Hypothesis 2.5 was therefore rejected for this position.

Table 31

Analysis of Variance on the Operational Dimension
by Years of Post Secondary School Education

Group	Years of Education	N	\bar{X}	S.D.	F Ratio
Trustees	1 - 6	23	3.87	0.57	0.44 ^a
	None	78	3.95	0.52	
Principals	1 - 3	21	3.46	0.55	1.75 ^a
	4	60	3.68	0.48	
	5 - 6	60	3.58	0.41	
1 Teachers	0 - 3	145	3.53	0.53	7.64*
2	4	85	3.31	0.51	
3	5 - 6	29	3.23	0.34	

^aNot significant.

*Significant at the .01 level of probability.

The Scheffé Multiple Comparison of Means (see Table 32) used to determine where the significant differences occurred revealed these to be between teachers having less than a university degree and teachers who had achieved a university degree or higher. Teachers with less than a university degree expected the assistant superintendent to be more involved in the operational aspects of the role than did teachers with a more advanced university education.

Hypothesis 2.5 was accepted on the operational dimension for trustees and principals when categorized by years of post secondary school education as no significant

differences between means were found for sub-groups of these positions.

Table 32

Scheffé Multiple Comparison of Means on the Operational
Dimension for Teachers by Years of Post
Secondary School Education

	1	2
1		
2	0.00*	
3	0.01*	0.77

* Significant at the .10 level of probability.

Table 33 summarizes the analysis on the operational dimension by employing organization for all counter position groups. An inspection of Table 33 indicated that a difference between means within the principal counter position was statistically significant at the .05 level of probability. Hypothesis 2.6 was therefore rejected for this position. Principals employed by school divisions appeared to expect the assistant superintendent to be more involved in the operational dimension of the role than did principals employed by county school committees.

Since no significant differences between means on the operational dimension of the role were found between sub-groups of superintendents, assistant superintendents, trustees, or teachers, hypothesis 2.6 was accepted for these groups when categorized by employing organizations.

Table 33
Analysis of Variance on the Operational Dimension
by Employing Organization

Group	Employing Organization	N	\bar{X}	S.D.	F Ratio
Superintendents	Division or County	8	3.87	0.53	3.23 ^a
	Province	11	3.51	0.32	
Assistant Superintendents	Division	9	3.54	0.31	3.12 ^a
	County	10	3.89	0.50	
Trustees	Division	43	3.94	0.47	0.04 ^a
	County	57	3.92	0.58	
Principals	Division	67	3.68	0.47	4.02 [*]
	County	74	3.53	0.45	
Teachers	Division	115	3.47	0.50	1.73 ^a
	County	144	3.39	0.53	

^aNot significant.

^{*}Significant at the .05 Level of probability.

INTRA-GROUP CONSENSUS ON THE OPERATIONAL DIMENSION

Hypothesis 3 stated that there were no significant differences in expectations held for the role of assistant superintendent within counter position groups. In order to test this hypothesis variance scores were scrutinized. Table 34 provides the relative intra-group consensus pertaining to the operational dimension.

Table 34

Relative Intra-Group Consensus Pertaining
to the Operational Dimension

Variance Range	Sup't. N = 19	Ass't.Supt't. N = 19	Trustees N = 101	Principals N = 141	Teachers N = 259
0.40					
0.36					
0.32					
0.28			*		
0.24					*
0.20	*	*		*	
0.16					
0.12					
0.08					
0.04					
0.00					

Sup't. - Superintendent.

Ass't.Supt't. - Assistant Superintendent.

Using the criterion that high consensus equals low variance, hypotheses 3.1, 3.2, 3.3, 3.4, and 3.5 were accepted for the operational dimension of the role of assistant superintendent. A high degree of consensus within each of the counter positions was evident. Variance scores for

superintendents and assistant superintendents were 0.20 while those for trustees, principals, and teachers were 0.28, 0.22, and 0.26 respectively.

SUMMARY OF THE CHAPTER

This chapter tested the hypotheses outlined in Chapter 1 for the operational dimension of the role of assistant superintendent in Alberta school divisions and counties.

Hypothesis 1 stated that there were no significant differences in expectations held for the role between counter position groups. Using the One-way Analysis of Variance and Scheffé Multiple Comparison of Means, hypotheses 1.2, 1.4, and 1.8 were rejected for the operational dimension as differences in expectations were found between trustees and principals, trustees and teachers, and between principals and teachers.

Hypothesis 2 stated that there were no significant differences in expectations held for the role of assistant superintendent by counter position groups when categorized by selected demographic variables. The analysis of data rejected hypotheses 2.1, 2.2, 2.4, 2.5, and 2.6 as differences in expectations were found within two groups.

Principals with less than three years of experience held differing expectations from principals with four to nine years of experience in their present position. Principals employed by school divisions also held differing

expectations than those employed by county school committees. Differing expectations were held between teachers of elementary and junior high school grades, between males and females, and between those having less than or more than a university degree standing in educational training.

Hypothesis 3, stating that there were no significant differences in expectations held for the role of assistant superintendent within counter position groups, was accepted for the operational dimension as high consensus of expectations was found within each group.

Chapter 7

SUMMARY, CONCLUSION, AND POSSIBLE EXTENSION

SUMMARY OF THE STUDY

Purpose

This study examined the role of assistant superintendent of schools in Alberta school divisions and counties by studying the expectations held for the position by teachers, trustees, superintendents, principals, and assistant superintendents themselves. Analysis of the role was carried out with respect to the way incumbents were expected to behave but not with respect to their actual performances.

The research design for the thesis was the employment of a theory, the social process theory of administration, as the framework for gathering and organizing observed data, the expectation items. The data were grouped into three factors and each defined by the theory. Thus the theory employed also served to give meaning to the observed data. This use of a specified theoretical framework as the organizational base for the role study was the departure from other similar role studies which have depended upon role theory as the general conceptual framework. In this study, role theory served the same general purpose while the social process theory of administration served as the basic design.

In this way, the study was designed to investigate expectations for the structural, functional, and operational dimensions of the position of assistant superintendent as an administrative role. Three hypotheses were postulated for testing. Hypothesis 1 examined the relationships of expectations held between counter position groups. Hypothesis 2 compared the relationships of expectations between counter positional sub-groups categorized on the basis of six variables: years of experience in the present position, grades taught, age, sex, years of post secondary school education, and employing organization. Hypothesis 3 investigated intra-group consensus of expectations held for the role of assistant superintendent.

Procedure

Data for the study were obtained by the use of a prepared questionnaire. Based upon an instrument devised by Hrynyk (1963), modified by McLoughlin (1965), and constructed in relation to the list of activities noted by the Alberta Department of Education (1962) as being services provided by assistant superintendents, the questionnaire was administered to all trustees, superintendents, assistant superintendents, principals of schools with more than five staff members, and every eighth teacher, serving in school divisions and counties of Alberta which employed at least one assistant superintendent during the 1970-1971 school year. Expectation responses to the questionnaire were collapsed to obtain

three scores corresponding to the structural, functional, and operational dimension of the role being studied. Statistical tests used to determine significant differences between mean scores were the One-way Analysis of Variance and the Scheffé Multiple Comparison of Means. As a measure of intra-position consensus, the variance of the distribution was used.

Results

The basis for this study was the assumption that an examination of the expectations held for the role of assistant superintendent in Alberta school divisions and counties would serve to reduce misunderstandings inherent in the position. As relatively clear indications for the role in terms of the structural, functional, and operational dimensions were found, these expectations could serve as a role description for incumbents of the position of assistant superintendent.

Common expectations for the structural dimension were indicated by superintendents, assistant superintendents, principals, and teachers. These groups expected that the assistant superintendent should serve as a line-officer for the board of trustees and be occasionally involved in the following activities: recruitment, placement, and appraisal of instructional and other school personnel; decision-making pertaining to the promotion and transfer of staff members; long range planning for the orderly growth and development of the school system.

For this dimension, the expectation that the assistant superintendent should serve as a line-officer for the board of trustees within the school system was expressed more strongly by trustees than by principals or teachers. Trustees expected the assistant superintendent to be frequently involved in the activities of the dimension while principals and teachers indicated the expectation that the incumbent be only occasionally involved in them. No significant differences of expectations for the structural dimension were indicated within counter position groups on the basis of demographic variables.

Common expectations for the functional dimension were indicated by assistant superintendents, trustees, principals, and teachers. These groups expected that the assistant superintendent should be occasionally involved in assisting the superintendent and trustees in such activities as public relations, budget preparation, construction and maintenance programs, and in such administrative tasks as text book rental and organization of transportation facilities.

For this dimension, the expectation that the assistant superintendent should assist in the allocation and integration of roles and facilities within the school system was expressed more strongly by trustees than by superintendents. Specifically, trustees expected occasional involvement of the incumbent in the functional dimension while superintendents expected such participation to be seldom. Trustees, when

categorized by age, held differing expectations for the functional dimension in that those over fifty-four years of age felt the assistant superintendent should be less active in this dimension than did younger trustees.

Common expectations for the operational dimension were indicated by superintendents, assistant superintendents, trustees, and principals. These groups expected that the assistant superintendent should be frequently involved in personal interrelationships with teachers concerning instructional and curricular needs. Consultation with teachers, and provision of assistance to them, concerning pupil welfare, evaluation and progress reporting, and the development of instructional materials for remedial and enrichment programs were activities included in this dimension.

For this dimension, the greatest number of differing expectations for the role of assistant superintendent were exhibited. Although trustees, principals and teachers agreed that the assistant superintendent should be actively involved in supervisory-consultative relationships, they disagreed somewhat as to the extent of such involvement. While trustees and principals appeared to favor the provision by the assistant superintendent of instructional and curricular assistance to teachers, teachers themselves expressed this expectation to a lesser degree.

Significant differences in expectations for the operational dimension of the role were also found among principals and teachers. Principals with few years of

administrative experience expected the assistant superintendent to be less involved in this dimension than did principals with more experience. A similar expectation was expressed by principals employed by county school committees when compared with those employed by school divisions. County employed principals expected the assistant superintendent to be less active in operational relationships than did principals in school divisions.

Teacher expectations for the operational dimension differed in relation to three demographic variables. Elementary grade teachers expected the assistant superintendent to be more involved in interpersonal activities while junior high teachers expressed this to a lesser extent. The same relationship of expectations between female and male teachers was indicated as between elementary and junior high grade teachers. Finally, teachers with less than a university degree in education expected to receive more assistance from the assistant superintendent than did teachers with one degree or with more advanced university education.

CONCLUSION AND IMPLICATIONS

An examination of the expectations held for the role of the assistant superintendent in Alberta school divisions and counties, as outlined in this thesis, revealed that the role was expected to be that of a line-officer of the board of education with emphasis upon supervisory-consultative activities.

One implication for incumbents of the position was suggested by the differences of expectations expressed for the operational dimension. All counter position groups expected active involvement of the assistant superintendent in this dimension; however, trustees and principals expected a greater degree of instructional and curricular assistance provided to teachers than did teachers themselves. Also, teachers and principals with differing backgrounds in experience expressed differing desires for such assistance. The implication for the assistant superintendent involves the resolution of a problem--how to fulfill the expected supervisory-consultative relationships in such a manner that the varying expectations of counter position groups will be satisfactorily met.

Finally, the expectation that the assistant superintendent should be involved in both the structural and the operational dimensions appeared to be almost contradictory. In the first instance, he was expected to serve in a line-position but for the second in a staff-position. The requirement of serving in both capacities implies a need for a clear awareness of the differing expectations for the role of an incumbent in his own specific situation. The extent to which he is able to integrate these differing views into his field of endeavor may well have an important bearing upon his success as an educational administrator.

RECOMMENDATIONS FOR FURTHER RESEARCH

As this study investigated the role of assistant

superintendent in terms of how incumbents were expected to behave but not with respect to their actual performance, a question for further research is:

Is there conflict or congruence between the expectations defining the role of assistant superintendent in Alberta school divisions and counties and actual behavior of incumbents of the position?

A second question is related to one of the reasons for attempting this study. As the revised Alberta School Act, August 1970, was expected to result in some change in the role of superintendent of schools thereby affecting the role of assistant superintendent, and as this change has occurred during 1971 to the extent that only three of the nineteen superintendents sampled in this study remain as provincial appointees rather than as local employees, the question may be asked:

What changes in expectations for the role of assistant superintendent in school divisions and counties are likely to have evolved when the local appointment of superintendent of schools has existed for an extended period of time in Alberta?

BIBLIOGRAPHY

BIBLIOGRAPHY

Chalmers, John W.

- 1967 Schools of the Foothills Province.
Toronto: University of Toronto Press.

Davis, Kingsley

- 1950 Human Society.
New York: Macmillan.

Enns, F.

- 1967 "The Principal: Administrator,"
Alberta School Principal,
Edmonton: Policy Committee, Leadership Course for
School Principals.

Ferguson, G. A.

- 1966 Statistical Analysis in Psychology and Education.
New York: McGraw-Hill.

Getzels, J. W., and E. G. Guba

- 1957 "Social Behavior and the Administrative Process,"
Social Review, 65:429 ff.

_____, J. M. Lipham, and R. F. Campbell

- 1968 Educational Administration as a Social Process.
New York: Harper and Row.

Gross, N., W. S. Mason, and A. W. McEachern

- 1958 Explorations in Role Analysis.
New York: J. Wiley and Sons.

Griffiths, D. E.

- 1959 Administrative Theory.
New York: Appleton-Century-Crofts.

Hrynyk, N. L.

- 1963 "Supervisory Needs: West Jasper Place Public School,"
Unpublished Master's thesis,
Edmonton: University of Alberta.

Linguist, E. F.

- 1953 Design and Analysis of Experiments in Psychology and Education.
Boston: Houghton Mifflin.

Linton, Ralph

- 1936 The Study of Man.
New York: Appleton-Century-Crofts.

- McLoughlin, R. I.
1965 "A Study of the Role of Supervisor of Elementary Instruction," Unpublished Master's thesis, Edmonton: University of Alberta.
- Miklos, E.
1968 "The Administrative Process," Alberta School Principal, Edmonton: Policy Committee, Leadership Course for School Principals.
- Newcomb, T.
1950 Social Psychology. New York: Dryden Press.
- Parsons, T.
1961 An Outline of the Social System. Vol. I of Theories of Society, T. Parsons, (ed.), Glencoe, Ill.: Free Press.
- Sarbin, T. R.
1954 "Role Theory," in G. Lindzey (ed.), Handbook of Social Psychology, 1:223-258.
- Sargent, S.
1951 "Concepts of Role and Ego in Contemporary Psychology," in J. H. Rohrer and M. Sherif (eds.), Social Psychology at the Crossroads, New York: Harper and Brothers.
- Scheffé, H.
1959 The Analysis of Variance. New York: J. Wiley and Sons.
- Stewart, L. D.
1961 "An Analysis of the Role of the Assistant Superintendent in Alberta School Divisions and Counties," Unpublished Master's thesis, Edmonton: University of Alberta.
- Government of the Province of Alberta
1956 Fiftieth Annual Report of the Department of Education, Edmonton: Queen's Printer.
-
- 1958 Fifty-Second Annual Report of the Department of Education, Edmonton: Queen's Printer.
-
- 1962 Fifty-Seventh Annual Report of the Department of Education, Edmonton: Queen's Printer.

Government of the Province of Alberta

1970 An Act Respecting Public and Separate Schools.

65 (1) (a) .

Edmonton: Queen's Printer.

APPENDICES

APPENDIX A

LETTERS OF TRANSMISSION

4715 - 102 A Ave.,
Edmonton, Alberta
October 22, 1970.

Mr. F. O. Schreiber, Superintendent
Three Hills School Division #60
Trochu, Alberta.

Dear Mr. Schreiber:

As partial fulfilment for the Master's degree in Education, I am attempting a study of the role of the assistant superintendent in Alberta School Divisions and Counties. As a first step, I plan to conduct a pilot project for the purpose of validating a questionnaire as instrument for the study. Therefore, my question to you at this time is: May I obtain permission to contact the principals of your school system's schools for their assistance in piloting the questionnaire? In addition to responses from teachers and principals, I trust that your Assistant Superintendent, your Board of Trustees, as well as yourself will be willing to complete a copy each of the pilot questionnaire for me. If you desire to pre-view the question items, I will be most pleased to provide an advanced copy. Of course, all responses will be treated in the strictest of confidence.

May I expect your reply at your earliest convenience? Thank you.

Sincerely yours,

Dennis P. Bjornson

MEMORANDUM

FROM: Mr. F. O. Schreiber
Superintendent of Schools.
Three Hills School Division No. 60
Trochu, Alberta.

TO: Mr. D. P. Bjornson
4714 - 102 A Avenue
Edmonton, Alberta

DATE: October 26, 1970

Dear Mr. Bjornson:

This will acknowledge receipt of your letter dated October 22, 1970 in which you request permission to contact the Principals of our school system for the purpose of research as it relates to your study on the role of the Assistant Superintendent in Alberta Divisions and Counties.

Pleased be advised that permission has been granted to you for the undertaking; and I know the Principals of Three Hills School Division will co-operate in completing your questionnaire.

If we can be of any further assistance please contact our office.

Sincerely yours,

F. O. Schreiber,
Superintendent of Schools

FOS/jfr

cc: All Principals

Enclosure 1

4715 - 102 A Ave.,
Edmonton, Alberta
November, 1970.

Mr.
Principal

Dear Mr.

Permission has been granted by the Three Hills School Division for me to request your assistance in piloting a questionnaire for my thesis study, the role of the assistant superintendent in Alberta School Divisions and Counties. The first draft of the questionnaire will contain fifty-four single statements to which all professional personnel and Board members will be asked to respond to by circling one of five choices. These responses will then serve to test reliability of each item prior to surveying other Divisions and Counties in the province.

Your efforts, should you consent to assist me, will consist of the following:

- a) Receiving the questionnaire from me, and distributing one copy to each professional staff member with my request for his/her assistance in the project.
- b) Collecting the copies after about a week and returning them to me.

All responses will, of course, be treated in the strictest confidence.

It would be of considerable help if you could reply to this request by return mail. A postcard is provided for this purpose.

Thank you for considering my request.

Sincerely,

Dennis P. Bjornson

4715 - 102 A Ave.,
Edmonton, Alberta
January 19, 1971

Mr.
Superintendent of Schools

Dear Mr.

As partial fulfilment for the Master's degree program in educational administration, I am attempting a study of the role of assistant superintendent in Alberta school Divisions and Counties. This study is designed to analyze the expectations for the role as held by teachers, trustees and school committee members, superintendents, principals, and assistant superintendents themselves. To date, a pilot sample using personnel in one school Division has been undertaken for the purpose of validating a questionnaire as the instrument for investigation. The final format will consist of about thirty-five multiple-choice items written as expectations for the behavior of the incumbents of the position of assistant superintendent. Approximately twenty minutes time will be needed for respondents to complete the question items.

Now, to further the study, may I solicit your support? Specifically, this will involve the following:

- 1) Receiving your permission to survey personnel in your Division or County.
- 2) Receiving from you a directory of teaching staff in your Division or County so that a random selection of respondents may be made. The sample for the study will include every eighth teacher, all principals of schools with more than five staff members, all assistant superintendents, superintendents, and trustees and school committee members.
- 3) Your willingness to receive, distribute, and collect for returning to me copies of the questionnaire for the following persons: yourself, your assistant superintendent(s), and your trustees or school committee members. Of course, all responses to the survey will be treated in strictest confidence.

Your earliest possible reply to these requests will be much appreciated. Thank you for your assistance in this study.

Sincerely,

Dennis P. Bjornson

FACULTY OF EDUCATION
Department of
Educational
Administration

THE UNIVERSITY OF ALBERTA
Edmonton 7, Canada

Dear Sir:

Please note that the proposed study has the approval of our department.

I hope that you will be able to grant permission that the survey may proceed, and provide the cooperation essential for the successful completion of the study.

Sincerely,

"D. Friesen"

D. Friesen
Associate Professor

DF/wr

OFFICE OF SUPERINTENDENT OF SCHOOLS

EDSON, ALBERTA

FROM: B. A. Chandler

TO: Mr. Dennis P. Bjornson
4715 - 102 A Avenue
Edmonton, Alberta

DATE: January 21, 1971

I hereby grant permission for you to survey teaching personnel in the Yellowhead School Division for your study on the role expectations of assistant superintendents. I will be willing to receive, distribute and collect for you the copies of questionnaires from the assistant superintendents and the trustees.

I am enclosing a teaching staff list for the division for 1970-1971.

May I wish you the best of luck in your thesis project.

BAC/do

4715 - 102 A Ave.,
Edmonton, Alberta
January, 1971

Mr.
Principal

Dear Mr.

Permission has been granted by your Superintendent of Schools for me to request your support and assistance in conducting a survey, the Role of the Assistant Superintendent in Alberta School Divisions and Counties. This survey will obtain information for the analysis of this role as part of my Master's program in educational administration at the University of Alberta. In addition to collecting information from principals and teachers, I am also surveying all superintendents, assistant superintendents, school division trustees and school committee members.

Will you kindly assist me by distributing the enclosed questionnaires to the persons indicated on each envelope, including one for yourself, collecting these again after two weeks time, and returning them to me in the envelope provided?

Your assistance in this endeavor will be much appreciated. Thank you for your time and interest.

Sincerely,

Dennis P. Bjornson

APPENDIX B

FACTOR ANALYSIS OF EXPECTATION ITEMS
SELECTED FROM PILOT QUESTIONNAIRE

FACTOR ANALYSIS OF EXPECTATION ITEMS
SELECTED FROM PILOT QUESTIONNAIRE

	Commu- nalities	1	2	3
1	0.515	0.610	-0.060	-0.372
2	0.480	0.667	-0.035	0.186
3	0.456	0.620	0.113	-0.242
4	0.449	0.637	0.093	-0.185
5	0.450	0.434	-0.001	0.511
6	0.342	0.479	0.134	0.307
7	0.236	0.525	0.077	-0.063
8	0.592	-0.002	0.765	0.085
9	0.380	0.604	0.120	0.021
10	0.747	0.051	0.862	0.045
11	0.570	0.732	0.153	0.106
12	0.357	0.490	0.327	0.099
13	0.481	0.432	0.491	-0.231
14	0.504	0.139	0.436	0.543
15	0.543	0.684	0.210	0.174
16	0.434	0.231	0.591	-0.178
17	0.756	0.242	0.819	-0.165
18	0.348	0.502	0.019	0.309
19	0.754	0.057	0.866	0.036
20	0.340	0.145	0.412	0.387
21	0.503	-0.142	0.402	0.567
22	0.642	0.003	0.796	0.093
23	0.438	0.413	0.447	0.260
24	0.244	0.109	0.433	0.212
25	0.511	-0.122	0.262	0.654
26	0.412	0.610	-0.126	0.155
27	0.515	-0.032	-0.167	0.697
28	0.435	0.043	-0.248	0.610
29	0.443	0.531	0.393	0.079
30	0.348	0.492	0.175	0.273
31	0.332	0.107	0.376	0.423
32	0.387	0.293	-0.014	0.549

APPENDIX C

BACKGROUND INFORMATION SHEET AND
EXPECTATIONS QUESTIONNAIRE
USED BY ALL RESPONDENTS

EXPECTATIONS FOR THE ROLE OF ASSISTANT SUPERINTENDENT
IN ALBERTA SCHOOL DIVISIONS AND COUNTIES, 1971

This study is designed to learn what you as an individual think the duties of an assistant superintendent should be. (N.B. The study is not concerned with what your assistant superintendent may be doing at the present time.)

All information will be treated in strictest confidence.

GENERAL INFORMATION

Please complete all of this section by checking the appropriate response for each item. Include the 1970-1971 school year in your responses.

- A. My present position is: (1) Trustee___, or School Committee member___; (2) Superintendent___; (3) Ass't. Superintendent___; (4) Principal___; (5) Teacher___.
- B. The number of years I have been in my present position are: (1) 1-3___; (2) 4-6___; (3) 7-9___; (4) 10-12___; (5) Over 12___.
- C. The grade levels in which I do most of my teaching are: (1) 1-3___; (2) 4-6___; (3) 7-9___; (4) 10-12___; (5) Not applicable___.
- D. My age category is: (1) Less than 25___; (2) 25-34___; (3) 35-44___; (4) 45-54___; (5) Over 55___.
- E. I am a: (1) Male___; (2) Female___.
- F. The number of years of university education I have completed is: (1) 1___; (2) ___; (3) ___; (4) ___; (5) ___; (6) 6 or more; (7) Less than one, or none___.
- G. I am employed (appointed, elected) by: (1) A School Division___; (2) A County___; (3) The Provincial Department of Education___.

DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE

Please read each item of the questionnaire carefully.
Circle the code letter at the right of each item which best
indicates your expectation of what the assistant superin-
tendent's role should be.

CODE: The assistant superintendent should:

- 5... Always act in this manner.
- 4... Frequently act in this manner.
- 3... Occasionally act in this manner.
- 2... Seldom act in this manner.
- 1... Never act in this manner.

THE ASSISTANT SUPERINTENDENT SHOULD:

1. Visit classromms to assess curriculum
implementation and to diagnose curricular
difficulties..... 5 4 3 2 1
2. Outline for teachers the various aspects of
the instructional program carried on in the
system..... 5 4 3 2 1
3. Visit classrooms as a follow-up to in-service
education programs..... 5 4 3 2 1
4. Make suggestions to teachers and principals
concerning classroom management and
organization..... 5 4 3 2 1
5. Interpret school system policies to the
public..... 5 4 3 2 1
6. Assist curriculum committees in the
development of instructional materials..... 5 4 3 2 1
7. Instruct teachers in the preparation of pupil
evaluation and reporting techniques..... 5 4 3 2 1
8. Assist the superintendent in recruitment of
teachers..... 5 4 3 2 1
9. Consult with teachers concerning their
individual curricular problems..... 5 4 3 2 1
10. Assist the superintendent in the placement of
teachers..... 5 4 3 2 1
11. Assist in the improvement of marking and
grading practices and in reporting of pupil
progress..... 5 4 3 2 1

12. Provide teachers with suitable instruments with which to assess their own teaching performance..... 5 4 3 2 1
13. Provide the superintendent and trustees with an objective appraisal of the teacher's performance..... 5 4 3 2 1
14. Assist in maintaining of efficiency in the system's school maintenance program..... 5 4 3 2 1
15. Assist in the development of remedial programs for slower learners and of enrichment for superior learners..... 5 4 3 2 1
16. Prepare written reports as evaluation of teachers and other school personnel..... 5 4 3 2 1
17. Assist the superintendent in making decisions concerning the promotion and transfer of all staff members..... 5 4 3 2 1
18. Assist teachers in the utilization of audio-visual aids..... 5 4 3 2 1
19. Assist the superintendent in recruitment of principals..... 5 4 3 2 1
20. Keep records of instructional aids up-dated.. 5 4 3 2 1
21. Advise the superintendent and trustees on building matters..... 5 4 3 2 1
22. Assist the superintendent in the placement of principals..... 5 4 3 2 1
23. Participate in long-range planning for the orderly growth and development of the school system..... 5 4 3 2 1
24. Serve as an executive officer of the school board or of the school committee of a county. 5 4 3 2 1
25. Assist in the organization of transportation facilities..... 5 4 3 2 1
26. Consult with staff members concerning the welfare of individual pupils..... 5 4 3 2 1
27. Administer the school system's text book rental system..... 5 4 3 2 1
28. Serve as an attendance officer for the school system..... 5 4 3 2 1

29. Promote organizational restructuring of
the system for the purpose of improvement
of instruction..... 5 4 3 2 1
30. Assist in budget preparations pertaining to
instructional needs..... 5 4 3 2 1
31. Assist in budget preparations in non-instruc-
tional areas..... 5 4 3 2 1
32. Prepare news releases concerning the
educational activities within the school
system..... 5 4 3 2 1
-

PLEASE MAKE CERTAIN THAT YOU HAVE RESPONDED TO ALL OF THE
ITEMS AND HAVE COMPLETED THE GENERAL INFORMATION SECTION AT
THE FRONT OF THE QUESTIONNAIRE.

APPENDIX D

EXPECTATION ITEMS GROUPED AS STRUCTURAL, FUNCTIONAL AND OPERATIONAL DIMENSIONS

EXPECTATION ITEMS GROUPED AS STRUCTURAL, FUNCTIONAL
AND OPERATIONAL DIMENSIONS

Structural Dimension Items

8. Assist the superintendent in recruitment of teachers.
10. Assist the superintendent in the placement of teachers.
13. Provide the superintendent and trustees with an objective appraisal of the teacher's performance.
16. Prepare written reports as evaluation of teachers and other school personnel.
17. Assist the superintendent in making decisions concerning the promotion and transfer of all staff members.
19. Assist the superintendent in the recruitment of principals.
20. Keep records of instructional aids up-dated.
22. Assist the superintendent in the placement of principals.
23. Participate in long-range planning for the orderly growth and development of the school system.
24. Serve as an executive officer of the school board or of the school committee of a county.

Functional Dimension Items

5. Interpret school system policies to the public.
14. Assist in maintaining of efficiency in the system's school maintenance program.
21. Advise the superintendent and trustees on building matters.
25. Assist in the organization of transportation facilities.
27. Administer the school system's text book rental system.
28. Serve as an attendance officer for the school system.
31. Assist in budget preparations in non-instructional areas.
32. Prepare news releases concerning the educational activities within the school system.

Operational Dimension Items

1. Visit classrooms to assess curriculum implementation and to diagnose curricular difficulties.
2. Outline for teachers the various aspects of the instructional program carried on in the system.
3. Visit classrooms as a follow-up to in-service education programs.
4. Make suggestions to teachers and principals concerning classroom mangement and organization.
6. Assist curriculum committees in the development of instructional materials.
7. Instruct teachers in the preparation of pupil evaluation and reporting techniques.
9. Consult with teachers concerning their individual curricular difficulties.
11. Assist in the improvement of marking and grading practices and in reporting of pupil progress.
12. Provide teachers with suitable instruments with which to assess their own teaching performance.
15. Assist in the development of remedial programs for slower learners and of enrichment for superior learners.
18. Assist teachers in the utilization of audio-visual aids.
26. Consult with staff members concerning the welfare of individual pupils.
29. Promote organizational restructuring of the system for the purpose of improvement of instruction.
30. Assist in budget preparations pertaining to instructional needs.

B29988